

**Experienced Teachers' Institute (FY 2010-2011)**  
**Strategies for the Struggling Reader: Diagnostics to Instruction**

**Lesson Plan Template**

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Program/County: Pike County Adult Education Program	Director: Judith Branham

Title: Lightning	Content area: Reading, Science, Mathematics
Length of lesson:	NRS Level (s):
Standard(s)	

<p>Lesson Objectives</p> <p>Use words like "recall," "define," "explain," "demonstrate," "predict," "compare," "contrast," "revise." Refer to Bloom's taxonomy</p>	At the end of this lesson, students will be able to:
	<ol style="list-style-type: none"> <li>1. List basic safety rules concerning lightning.</li> <li>2. Investigate the effect of lightning on the human body.</li> <li>3. Research the cause of lightning and thunder.</li> <li>4. Determine the distance of lightning from an individual mathematically.</li> <li>5. Integrate scientific knowledge to a mathematics problem.</li> <li>6. Define the following terms: conducts, confirm, electricity, plasma, underrated, and vulnerable.</li> </ol>

Assessing mastery of the objectives	<p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <ol style="list-style-type: none"> <li>1. List several safety rules concerning lightning.</li> <li>2. Why is lightning dangerous?</li> <li>3. What effect does lightning have on the human body?</li> <li>4. How can observing lightning and thunder help you determine how far away lightning is?</li> </ol>	<p>The means of assessment and Check for understanding will be:</p> <ol style="list-style-type: none"> <li>1. Modified frayer model for vocabulary study.</li> <li>2. Reading problem relating lightning distance and thunder.</li> <li>3. Listing safety rules.</li> <li>4. Answering questions provided by Marshall Adult Education Reading Sight.</li> <li>5. Multiple-choice questions based on reading sample.</li> </ol>

<p><b>Pre-teaching</b></p>	<ul style="list-style-type: none"> <li>• How will I introduce the objectives?</li> <li>• How I will make a connection between the content and my students and engage?</li> <li>• How I will draw on prior knowledge?</li> <li>• How will I provide purpose for using the strategy and reading the selected text?</li> </ul>	<ol style="list-style-type: none"> <li>1. Prior to reading, the students will write what they know about lightning on a large post-it.</li> <li>2. The students will do some background research prior to the reading to refresh their memory about scientific dogma concerning lightning. (This will be accomplished by allowing the students to pick an index card and answer the question utilizing the Internet.)</li> </ol>
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Teaching	<p>Instruction/Modeling</p> <ul style="list-style-type: none"> <li>• How I will deliver the information so that students are engaged?</li> <li>• How will I describe the strategy, provide purpose, model it and or provide examples?</li> <li>• How will I introduce and engage students in the text?</li> </ul> <p>Guided Practice</p> <ul style="list-style-type: none"> <li>• How I will provide opportunities for students to practice in the classroom so I know they understand?</li> <li>• How will I make sure they are <i>“getting it”</i> during the lesson?</li> </ul>	<ol style="list-style-type: none"> <li>1. The students will view “You tube” episodes to gain knowledge about the effects on the human body of lightning.</li> <li>2. The students will discuss what they see and relate it to their own lives.</li> <li>3. After silent reading, the instructor will read utilizing the “Think Aloud” strategy expanding on the information presented in the article.</li> <li>4. Modified frayer models will be utilized to enhance the retention of vocabulary. The instructor prior to giving it to the student will provide an example.</li> <li>5. Students will be required to develop a Main Idea Wheel based on the information found in the article.</li> <li>6. The concept of determining how far away lightning is away from you by counting the seconds after one sees lightning. (It is estimated that if you count the seconds after seeing lightning, you can determine the miles by dividing by five.)</li> <li>7. The students will adapt the hypothesis introduced in number six by completing a word problem similar to one found on an assessment.</li> </ol>
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	<p>Independent Practice</p> <ul style="list-style-type: none"> <li>How I will help students extend what they learned so they can do it without my help?</li> </ul>	<ol style="list-style-type: none"> <li>I will encourage the students to gather information about the dangers of lightning on their own time from the Internet.</li> <li>Also, the students will be encouraged to ask parents and grandparents about any memories of individuals being struck by lightning.</li> </ol>
Post-teaching	<ul style="list-style-type: none"> <li>How I will check for understanding?</li> <li>How I will bring closure &amp; provide opportunities for reflection?</li> </ul>	<ol style="list-style-type: none"> <li>Multiple choice questions will be developed based on vocabulary, reading assignment, and math activities.</li> </ol>
Text and Materials	<ul style="list-style-type: none"> <li>Authentic</li> <li>Based on students interests and goals</li> </ul>	<ol style="list-style-type: none"> <li>Marshall Adult Education Reading Site.</li> <li>Webster's Dictionary.</li> <li>Internet sites concerning lightning and thunder. (Varied)</li> <li>You tube episodes entitled "Lightning Strike Victim Speaks Out", "Lightning Strike at a Service Station", "Lightning Strikes a Pathfinder".</li> </ol>
How learning can be extended at home?		<ol style="list-style-type: none"> <li>Assign determining safety measures for tornadoes and hurricanes.</li> </ol>

Key vocabulary	<ol style="list-style-type: none"> <li>1. Conducts: transmits electricity.</li> <li>2. Confirm: to show something to be true.</li> <li>3. Electricity: the class of physical phenomena arising from the existence the existence and interactions of electric charge.</li> <li>4. Plasma: an electrically neutral, highly ionized gas made up of ions, electrons, and neutral particles.</li> <li>5. Underrated: rated too low.</li> <li>6. Vulnerable: easily able to be hurt or injured.</li> </ol>
Use of technology (if appropriate)	<ol style="list-style-type: none"> <li>1. Internet searches.</li> </ol>